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ABSTRACT

The New York City Russian Bilingual Program, evaluated here, serves students in grades 9-12 in three public and eight private schools. Three groups of subjects are included in the program: English as a second language, native language arts, and content-area subjects. All students take some mainstream classes from the beginning of the program. In addition, bilingual teachers prepare students for mainstreaming by gradually increasing the extent of English usage in content-area classes, and by moving toward greater sophistication in remedial English courses. Three community resource centers provide services for project students from all school sites and act as focal points in relations between the school, the students, their parents, and the local community. In the school year 1981-82, when it served approximately 700 students, the program met most of its instructional objectives. Problems of testing and/or data reporting made assessment of students' development of English syntax skills on a programwide basis difficult, although students seemed to be making more progress than pre-post tests adequately measured. Students at all school sites made statistically and educationally significant gains in reading in their native language and did very well on cultural heritage tests. Program objectives in content areas were also met at all schools. Finally, the attendance rate of program students was quite high. (CMG)

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O.E.E. Final Evaluation Report

June, 1983

Grant Number: G007905030

NEW YORK CITY RUSSIAN BILINGUAL PROGRAM 1981-1982

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NEW YORK CITY RUSSIAN BILINGUAL PROGRAM

Central Office Location:	South Shore High School 6565 Flatlands Avenue Brooklyn, New York 11236
Alternate Central Location:	P.S. 188 442 Houston Street New York, New York 10002
Year of Operation:	1981-1982, final year of a three-year funding cycle
Target Language:	Russian
Number of Sites:	3 public high schools 8 private high schools
Number of Participants:	Approximately 700 students of limited English proficiency
Project Director:	Florence Seiman

I. GENERAL OVERVIEW

The New York City Russian Bilingual Program is now in the final year of a three-year funding period. The project's general characteristics -- its philosophy and objectives, its organization and structure, its resource allocations -- have remained largely unchanged since its first year of operation, as has the sociological profile of its participants.* The administrative pattern and procedures established then have continued to serve the program. The same can be said of the extent, the nature, and the quality of services it provides and activities it conducts. The

*Cf. Charts I and II, table on p.11, lists of schools and offices, pp. 13-15, Table I, Charts III and IV of the 1979-1980 Final Evaluation Report.

criteria for student entry, programming, placement, and mainstreaming have remained essentially the same (subject, of course, to some fine-tuning which, on the whole, brought about no significant changes in policies or procedures). Instructional activities have also retained their earlier structure and methodology. In general, as the program developed, the main changes have been of a developmental kind: its activities have become broader and more sophisticated.

The same can be said of the non-instructional area: needs for the program's services have been more sharply discerned and evaluated, instructional and testing materials developed, guidance counseling and advisement provided, community support strengthened. Staff development has continued to take the form of structured programs, semi-structured exchange-of-experience workshops, and unstructured, collegial give-and-take.

In 1981-1982, the program served approximately 700 Russian-dominant students who had limited English proficiency at sites in Brooklyn and Queens. Approximately 60 percent of these attended the three public schools served by the program; the remaining 40 percent studied at eight non-public high schools. Table 1 presents a summary of student participation at all 11 sites.

TABLE 1

Student Participation in the Bilingual Program

SITE	TOTAL ENROLLMENT	NUMBER OF PROGRAM STUDENTS
Public High Schools		
Abraham Lincoln, Brooklyn, N.Y.	2,959[a]	150
Forest Hills, Forest Hills, N.Y.	2,712[a]	175
South Shore, Brooklyn, N.Y.	3,232[a]	100
Private High Schools		
Solomon Schechter, Brooklyn, N.Y.	180	40
United Lubavitcher, Brooklyn, N.Y.	276	42
Yeshiva of Flatbush, Brooklyn, N.Y.	590	10
Yeshivot Haramah, Brooklyn, N.Y.	107	13
Beth Rivkah, Brooklyn, N.Y.	228	29
Ezra Academy of Queens, Flushing, N.Y.	79	35
Forest Hills Mesifta, Forest Hills, N.Y.	134	9
Be'er Hagolah Institute, Brooklyn, N.Y.	130	85

[a]Source. High School Data Form for Consent Decree/Lau Program, October, 1981, Division of High Schools, New York City Public Schools.

The program staff comprises 24 positions: one program director; one teacher assigned as grade advisor; one teacher assigned as community liaison; one curriculum specialist; three resource teachers; three E.S.L. teachers; nine educational assistants; three family assistants; one school secretary; and one office aide. Of these, six are central staff, while the others are located at the sites. These six central office staff include the project director, the curriculum specialist, the grade advisor, the community liaison, the secretary, and the office aide.

PHYSICAL ENVIRONMENT

All the public high schools are large structures of various ages and degrees of modernity. South Shore High School, a modern structure, is located on a busy thoroughfare in Brooklyn in a middle to upper-middle class neighborhood which contains one- to four-family dwellings and several apartment-house complexes. Forest Hills High School, a somewhat older but nonetheless rather well maintained building, is located on a quiet, tree-lined street in fairly similar surroundings in Queens. Abraham Lincoln High School, a much older building, is located in a culturally diverse Brooklyn neighborhood, surrounded by apartment houses. The non-public schools are housed in a great variety of buildings and neighborhoods. These range from one- or two-story brick school houses of a dozen or more rooms, usually appended to a cultural center or house of worship and located in a quiet, ethnically homogeneous, middle-class neighborhood, to a school occupying several floors in a high-rise building, housing a cultural and religious center, located right in the midst of an old downtown area. In all cases, however, the

facilities available to the students in the program ranged from adequate to excellent.

The central office occupies a two-room suite in South Shore High School. The anteroom has adequate desk space for the receptionist-office aide, the secretary, the community liaison teacher, and the curriculum specialist, as well as the grade advisor, when she is not visiting the other sites. The other room is occupied by the program director and a reference library. There is also a secure storage area, as well as typewriters, a photoduplicator, and assorted office machines. This location also has the distinct advantage of being almost at the center of the program's 11 sites, all of which can be easily reached by car.

DEMOGRAPHIC CONTEXT

Sociologically, there appears to be very little difference from site to site among students served by the program. They all share the same difficult economic condition and come generally from the same ethnic background. The only significant observable difference between them is in the degree of their acclimatization, acculturation, and eventually, integration into American society. This, however, depends directly on the length of their stay in the United States and the degree to which they and their families have opened themselves up to the inevitable influence of the American environment. Students' mobility, likewise, is a problem which affects most sites and in the same way: sporadic arrivals of immigrant children in the United States throughout the school year require their quick absorption into the program practically at any time. Similarly, families whose breadwinners obtain work in other parts of the country frequently move out of New York on a

very short notice and without waiting for the end of the school year. Such moves account for most of the turnover of program participants.

Community resources which support -- and in some cases are structurally bound to -- the sites are of two kinds. Three community resource centers provide services to participants. They are:

1. Service Center for Russian Immigrants
   98-37 65th Avenue
   Rego Park, N.Y. 11374 (For: Forest Hills High School)

2. Project ARI
   3300 Coney Island Avenue
   Brooklyn, N.Y. 11235 (For: Abraham Lincoln High School)

3. Recreation Rooms and Settlement
   Starrett City
   1201 Pennsylvania Avenue
   Brooklyn, N.Y. 11239 (For: South Shore High School)

These community centers serve Russian-dominant students from both the public and non-public high school sites. In addition to providing the customary forms of assistance and relief to Russian-speaking immigrants of all ages, they also act as focal points in relationships between the school, the students, their parents, and the local community -- all bound together by the program's family assistant assigned to the center. The centers frequently act as locations for co- or extra-curricular school activities, E.S.L. classes for parents, and other volunteer services.

Other community organizations which are not formally associated with the program also provide extensive assistance to the immigrant students and their families. In general, the community at large is very responsive to the needs of the immigrants. Thus, various sources of assistance, both formal and informal, are available to students at every program site.

II. STUDENT CHARACTERISTICS

The student body does not differ markedly from site to site. Of the 538 students for whom data were provided, 99 percent were born in the U.S.S.R. The few remaining students reported Poland as their country of birth. The age and grade of program students is reported in Table 2.

There are frequently considerable linguistic differences among students at a single site. Although for the most part students with some knowledge of English are a rarity, a number of students have studied English in school or privately, either in the U.S.S.R. or elsewhere while waiting for the U.S. visa. Rarely do students have the kind of working knowledge of English that would allow them to be mainstreamed at once.

There is great variation in the students' command of Russian. Almost invariably, idiomatic spoken language predominates over written, grammatical Russian. Usually, the younger the student was at the time of departure from the U.S.S.R. or the longer the wait for an American visa in Rome or elsewhere, the worse is his/her command of standard grammatical Russian.

TABLE 2

Number of Program Students by Age and Grade

(N=443)

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	3			4
14	31	9	1		41
15	24	71	13	1	109
16	3	45	56	11	115
17	1	5	36	82	124
18		1	5	37	43
19				6	6
Total	60	134	111	137	443
Overage Students					
Number	4	6	5	6	21
Percent	6.7	4.5	4.5	4.4	4.7

Note. Shaded boxes indicate expected age range.

.Five percent of the program students are overage for their grade.

.Most program students are from 15 to 17 years of age.

Table 3 presents the sex and grade distribution of program students for whom information was provided. As can be seen, program students are unevenly distributed by sex and grade. There are more male than female students, and most students are found in grade ten.

TABLE 3

Number and Percentages of Program Students by Sex and Grade

(N=539)

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	51	56.0	40	44.0	91	16.9
10	94	56.0	74	44.0	168	31.2
11	69	55.2	56	48.8	125	23.2
12	80	51.6	75	48.4	155	28.8
TOTAL	294	54.5	245	45.5	539	100.0

.Male students outnumber female students at each grade level.

.Most of the program students are in grade ten.

The majority of the students live in attendance areas of the schools where they are enrolled. A small percentage (less than ten percent) either commutes to school or uses private transportion operated by the non-public schools.

III. PROGRAM DESCRIPTION

The program objectives stated in the original proposal and repeated in the 1979-1980 evaluation report (pages 12-13) indicate the project's approach to bilingual education. Point six of these objectives states the matter succinctly: the project works toward "the development of a student body which will become truly bilingual, will incorporate the wealth of their ethnic heritage in the process of gradual adjustment to the American society, and which will serve as a resource for the newly arriving immigrants and bilingual educators."

The program also had the following instructional, non-instructional, and training objectives:

1. As as result of participating in the program, students will achieve statistically significant gains in reading, writing, and understanding English.
2. Program students will perform at a level equal to or greater than non-program students in mathematics, science, and social studies.
3. Program students will demonstrate a significant increase in achievement in reading, writing, and understanding Russian.
4. Eighty-five percent or more of program students will improve in attendance as a result of program participation.
5. Seventy-five percent of the participating students will pass teacher-made tests in vocational courses.
6. Program students will show increased knowledge of both American and their native cultural heritage.
7. Participating students will show significant growth in adjustment to and understanding of the high school environment.

8. Seventy-five percent or more of participating tenth and eleventh graders will demonstrate interest in an occupational or academic field.

9. More than 75 percent of participating seniors will be accepted into college or placed in appropriate jobs.

10. Curriculum materials will be developed in the areas of native language arts, mathematics, science, and social studies.

11. Staff members will take courses to contribute to their proficiency in various areas of bilingual education.

12. A teacher trainer will hold workshops to familiarize staff with new materials, will provide support to teachers in classrooms, and will compile a draft copy of a training manual.

13. Ten parents of program students will complete six credits in bilingual education.

14. Sixty percent or more of the parents will attend monthly workshops on bilingual education.

15. Seventy-five percent of the target population will participate in community based cultural and athletic activities.

The program was implemented in the fall of 1979 when its original project proposal, written a year earlier, had been approved for funding. During the program's first year, 1979-1980, two changes were made in its staff: two college advisors were replaced with a teacher assigned as community liaison and a teacher assigned as grade advisor, respectively; and two bilingual secretaries were replaced with a school secretary and an office aide. In addition, the project was not implemented at one proposed site, a public vocational high school. During 1981-1982, the program had no significant change in personnel or scope.

Prior to the program's inception, all three public high schools and some non-public schools offered E.S.L. classes -- taught then as they are now by tax-levy (public schools) or privately hired teachers (non-public

schools). Moreover, some attempts had been made at Abraham Lincoln High School to teach certain content areas in a bilingual mode with tax-levy teachers. This experience has proven successful and is being continued, with the assistance of the Russian Bilingual Program.

South Shore High School had previously had a Title VII bilingual program which was the first to serve Russian immigrants in the city; it also served students of other linguistic backgrounds. After the establishment of the New York City Russian Bilingual Program, the Russian students at South Shore have been served by the newer program.

The project director routinely visits every site at least once a month. Some sites are visited more frequently than others, especially those serving large numbers of students or requiring her close attention for other reasons. This represents anywhere from six to eleven workdays per month.

The program director's responsibilities include: supervising the activities of the program staff; conducting an ongoing staff development program; receiving instructions from higher administrative and policy-making bodies and translating these into specific requirements for her staff; publically representing the program; and in general coordinating the project's various components. (For a more detailed description, see 1979-1980 evaluation, page 19.)

In addition to routine administration and supervision, the services performed by central office personnel include the following:

curriculum development -- producing instructional and testing materials centrally, as well as developing them at the sites;

advising and counseling -- conducting advisement and counseling activities in direct joint sessions with students at the individual sites, as well as providing training to local site personnel;

community liaison -- maintaining contact with parents, their committees, and local community groups, supervising after-school community center activities and offerings, including E.S.L. courses for parents, and compiling and matching lists of target population's needs to those of community resources available to them.

(For a detailed description of all these activities, see 1979-1980 evaluation report pages 20-21.) Table 4 presents the structure of the New York City Russian Bilingual Program.

Although all the sites are geographically separated and the staff at each is at least in part answerable to the administration of the school where it is located, all the sites are bound administratively, as well as by the various centrally conducted activities and services. In addition to sharing centrally provided services, the on-site staff gather at meetings and workshops conducted at the central office and make use of its collection of materials and aids. Thus, staff from one site may make use of instructional material prepared at another site. Each of the three community centers which assist program participants provides supportive services to the participants and parents of the public and nearby non-public sites. This is a further link among the participating schools.

TABLE 4

Structure of New York City Russian Bilingual Program

NAME OF SITE	PROGRAM PERSONNEL AT SITE
Abraham Lincoln High School	1 Resource Teacher 1 Educational Assistant 1 Family Assistant (the "local site team")
Forest Hills High School	"local site team"
South Shore High School Central Program Components at this site: 1. Administration 2. Supportive Services 3. Curriculum Development 4. Staff Development	Central Program Personnel at this site: 1 Program Director 1 Curriculum Specialist 1 School Secretary 1 Teacher Assigned as Community Liaison 1 Teacher Assigned as Grade Advisor 1 Office Aide "local site team"
Lubavitcher High School	1 Educational Assistant
Beth Rivkah	"
Yeshiva of Flatbush	"
Yeshivot Haramah	"
Solomon Schechter	"
Ezra Academy of Queens	"
Forest Hills Mesifta	"
Be'er Hagolah Institute	"

NOTE: The project director and community liaison visit each site once a month, while the grade advisor visits each school on a weekly basis.

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT AND PROGRAMMING

Identification, screening, testing, and enrollment of potential participants in the program are carried out in the manner established in 1979-1980. Program students are usually identified at the time of registration during an interview or a records check conducted by the high school grade advisor (counselor) and/or a member of the program site team. The most common procedure in most participating high schools is to channel all recent arrivals from the U.S.S.R. to the program's resource center room. There they are administered the Language Assessment Battery (LAB) examination and the Reading Subtest of the Stanford Achievement Test (SAT). Those who score below the twenty-first percentile on the LAB test and who are reading below grade level in English, as determined by the SAT Reading Subtest, are placed in the bilingual program. These procedures were uniformally followed in all participating public high schools. In non-public high schools, the decision to enroll a student in the program is usually made after the required testing, but the evaluation of English language proficiency is less formal.

Since the program's "local site team" consists of only two staff members in the public high schools and one in the non-public ones, it is frequently necessary to assess a prospective participant's need according to the very simple "can cope -- cannot cope" criterion, leaving aside any attempts at a finer delineation. Students' characteristics and ability levels are considered when they are programmed for participation in E.S.L.

and content-area courses, and, in some cases, in native language courses. E.S.L. placement is made on the basis of the students' proficiency in English, while placement in content-area subjects is made according to the students' grade level and the instructional level of the material to be presented.

CLASSIFICATION AND MAINSTREAMING

On the whole, there is considerable flexibility in programming students in both public and non-public high schools. A student is not mainstreamed fully or partially or assigned to any group against his or her wishes. Students who have problems are reevaluated and given extra help or are advised to transfer downward; those who are consistently achieving are encouraged to move up. All students take some classes in the mainstream from the time they enter the program; this helps them adjust later to full mainstreaming. In addition, bilingual teachers prepare students for mainstreaming by gradually increasing the extent of English usage in content-area classes and moving toward greater sophistication in remedial English courses.

Judging from conversations with students in the public high schools, they are eager to enter the mainstream, but are reluctant to sever their ties with the program completely. Mainstreamed students like to visit the resource room, to read Russian books or magazines, to talk with their friends and teachers, and to do peer tutoring. Having a home base facilitates the transition, allowing a student to continue receiving supportive services and enjoy co-curricular activities, it also facilitates follow-up and the

rendering of required assistance. The extent to which informal ties are maintained depends directly on the drawing power or charisma of the individual resource teacher or educational assistant at a given site. In this sense, then, no student is really completely mainstreamed and cut off from the program.

Although the program has not formulated definitive exit criteria, the staff was working toward making transition to the mainstream as painless as possible. The program's guidance staff remains available for consultation and maintains contact with mainstream teachers to evaluate students' progress. In cases of need, the resource teachers, bilingual teachers, and paraprofessionals are available for consultation, tutoring, and other help. The tutorial services of the after-school community component are available to students who have been mainstreamed. These students are encouraged to participate in after-school cultural presentations and activities to maintain contact with other members of their ethnic group and to help link program participants with mainstream students. Finally, students who receive content education in mainstream classes are able to participate in Russian language classes and bilingual classes dealing with American culture and history.

Among the considerations being studied for the purpose of formulating the exit criteria are the following: the statutory LAB Test criterion; professional judgement; achievement test performance; home language backgrounds; English language proficiency assessment; any other information important for educational placement.

INSTRUCTIONAL OFFERINGS

Instructional offerings at the individual sites do not so much reflect the characteristics or need of the student populations at those sites as they do the availability of staff time and material resources. Much depends on the individual interests, experiences, and strengths of the one or two persons comprising the local site team. While program staff share common objectives, they have the freedom to create materials and approaches they feel will be effective. That is to say, there is general agreement on content and policy, and considerable flexibility at the sites.

The situation is quite similar with regard to native culture and language arts. There is general agreement about goals, but different emphases at various sites. Co-curricular activities organized by the central office provide a common platform for the program's activities in this area.

Table 5 presents an overview of the bilingual services available at all 11 sites of the New York City Russian Bilingual Program.

In the public high schools, there are three groups of subjects which are included in the bilingual education program, though not all of them are taught in the bilingual mode. At two opposite poles stand E.S.L. and native language arts. The first is taught in English, while the second is presented almost exclusively in Russian. It is only in the third group, the content-area subjects, where bilingualism is truly practiced. Bilingual

TABLE 5

Overview of Bilingual Services at New York City Russian Bilingual Program Sites

	SITE 1			SITE 2			SITE 3			SITE 4			SITE 5			SITE 6			SITE 7			SITE 8			SITE 9			SITE 10			SITE 11			SITE 12		
NAME OF SITE	CENTRAL			FOREST HILLS			LINCOLN			SOUTH SHORE			SOL. SCHECH			EZRA AC			BE'ER HAG			YESH FLATBUSH			UNITED LUBA.			YESH. HARAMAH			BETH RIVKAH			F. H. MESIFTA		
Instructional Component	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF
English as a Second Language						1*			1*			1*			*			*			*			*			*			*			*			*
Reading (English)						1*			1*						*			*			*			*			*			*			*			*
Resource Teach/ Native Language						1			1			1																									
Bilingual Math						1*																															
Bilingual Science						1*																															
Bilingual Social Studies						1*			1*			2*																									
Ed. Asst.						1			1			1			1			1			1			1			1			1			1			1

Non-Instructional Component	SITE 1			SITE 2			SITE 3			SITE 4			SITE 5			SITE 6			SITE 7			SITE 8			SITE 9			SITE 10			SITE 11			SITE 12		
	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF	YES	NO	# STAFF
Administration			2																																	
Supportive Services			1																																	
Curriculum Development			1																																	
Staff Development			1																																	
Parent/Community			1			1			1			1																									
Other:																																				

* Not part of New York City Russian bilingual program.

instruction in the content areas is offered on an ongoing basis at the three public high schools. Abraham Lincoln and South Shore High Schools primarily offer courses in social studies (hygiene is also offered at the latter site). Forest Hills High School offers bilingual courses in social studies, science, mathematics, and music. Table 8 presents the courses offered bilingually to participating students, by site.

When there is no Russian-speaking tax-levy content-area subject teacher, an ad hoc team may be assembled comprising a content-area subject teacher experienced in teaching foreign-born students and the Russian bilingual program's resource teacher or educational assistant, called upon to act as a "linguistic facilitator" either during class or after it.

By the same token, there are three ways in which the local site team normally provides bilingual instruction to the students in the program. The first way is by giving tutoring or remedial help to a student enrolled either in a quasi-bilingual course of the type discussed above or in a course given especially for foreign-born students, including E.S.L. The second type of instruction is the kind given to students enrolled in mainstream classes, but in need of additional help. Lastly, there is Russian-language instruction.

In the public high schools, there are normally five possible times during the school day when this instruction may be scheduled: before the beginning of classes; during the study period, if such is allowed; during the second half of the lunch period; immediately after the end of classes; and during an especially scheduled "bilingual studies period." The latter is normally devoted to instruction in Russian language.

In the non-public schools, scheduling is considerably more flexible. Instruction ranges from highly structured classes with lesson plans (sometimes with whole days or afternoons devoted to bilingual instruction or instruction in native language arts), to one-on-one tutoring, depending on the size of the site's program population and the demand on the educational assistant's time.

TABLE 6

Instruction in English as a Second Language

SCHOOL, COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	CLASS PERIODS PER WEEK	DESCRIPTION
Abraham Lincoln				
E.S.L. A	1	20	10	Basic
B	1	22	10	Intermediate
C	1	29	10	Advanced
D	1	29	10	Transitional
	2	21	5	
Forest Hills				
E.S.L. A	1	35	5	Beginner's
B	1	35	5	Intermediate
C	1	35	5	Advanced
South Shore				
E.S.L.-QE-A	1	15	5	Basic
B	2	20	5	Intermediate
C	1	25	5	Advanced
D	1	12	5	Transitional

TABLE 7

Instruction in Native Language Arts

SCHOOL, COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	CLASS PERIODS PER WEEK	DESCRIPTION
Abraham Lincoln Language and Literature	2	18	5	Teacher-prepared materials and books
Forest Hills Russian Cultural Heritage				
Level I	1	20	5	Course for new students using teacher-prepared materials
Level II	1	20	5	Independent reading, weekly reports using library books
Advanced	1	10	5	Independent reading, for 11th and 12th grade using Pushkin's works
South Shore Russian Literature	1	40	5	Reading and discussion of original Russian literary works using library books

TABLE 8

Bilingual Instruction in Content Areas

COURSE TITLE	NUMBER OF CLASSES	AVERAGE REGISTER	PERCENT OF RUSSIAN/ENGLISH USE	HOURS PER WEEK	CRITERIA FOR SELECTION OF STUDENTS	TYPE OF CREDIT	% OF MATERIALS IN NATIVE LANGUAGE	DO MATERIALS CORRESPOND TO MAINSTREAM CURRIC?	ARE MATERIALS APPROPRIATE TO STUDENTS' READING LEVEL?	COMMENTS
Abraham Lincoln American History	1	18	80/20	5	Lab test and interview	Regents	80	Yes	Yes	
World History	1	15	80/20	5	"	"	50	Yes	Yes	
Forest Hills Social Studies I	1	35	-/100	5	Chairman's decision selection by need	Not regents preparatory	10-15	Not Fully	Yes	Frequent help needed with terminology
II	1	35	-/100	5		"	"	"	"	"
III	1	35	-/100	5		"	"	"	"	"
General Science and Biology	8	20	-/100	5	Ability	Regents	10-15	"	"	"
Social Studies	7	20	-/100	5	"	"	"	"	"	"
Mathematics	7	20	-/100	5	"	"	"	"	"	"
Music	3	10	-/100	5	"	"	"	"	"	"
South Shore American History	2	34	30/70	5	E.S.L.QE-C Test Results and Interviews	Regents	20	Yes	-	
Economics	1	32	40/60	5	"	"	10	"	"	Use newspaper texts
World History	1	30	40/60	5	"	"	10	"	"	
Personal Hygiene	1	42	20/80	5	"	"	10	"	"	

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

The program is involved in curriculum development, which includes the preparation of both instructional and testing materials. These are being produced at two levels. Instructional and testing materials which are to be used program-wide are being developed centrally under the immediate supervision and direction of the program director and the curriculum specialist. The individual resource teachers are also responsible for the preparation of materials which respond to the needs of the resource centers in the individual public high schools. Curricula and other educational materials prepared locally may be submitted to the central office for approval and, if such is secured, adopted for program-wide use. All newly developed materials whether produced centrally or developed locally and approved by the curriculum specialist are immediately disseminated throughout the program and to others who request them.

Since this project is the only Title VII program currently funded to serve Russian immigrants, the staff members have had few curricular resources to draw upon. With the exception of materials prepared by the South Shore bilingual program in an earlier funding cycle, there were no previously developed materials available for immediate use in the Russian bilingual program. However, many materials from other New York City bilingual programs, such as those in Spanish, were used as prototypes after which the Russian program's materials were patterned.

By 1981-1982, the program's staff had developed curricula in Russian native language arts, western civilization, American studies, economics, and bicultural ethnic heritage studies. Curricula include pre- and post-tests, course outlines, lesson plans, and suggested curricular resource materials. Additions to the Russian heritage series included a piece on the holidays of the Russian people, a Russian dissident literature overview, and a comprehensive survey of Russian art. Developed locally but adopted program-wide were glossaries and idiomatic phrase books which provided a ready translation of terms in mathematics and the natural sciences. To facilitate evaluation and pilot-testing of the prepared components of the curriculum, a battery of tests has been prepared. At the same time, an inventory was initiated to produce an accurate picture of educational and curricular materials held locally in the resource rooms at the individual sites.

The project maintains four resource repositories: three in the resource rooms of the public high schools, which contain small libraries of books and magazines as well as duplicated instructional material, and a fourth in the program's central office.

SUPPORTIVE SERVICES

The bilingual grade advisor, who is a member of the central staff, conducts regular periodic visits to all sites to provide counseling and guidance either individually or in groups, depending on demonstrated need. Other supportive services are of three kinds: staff are invited by the central office to visit one or more sites and to render assistance there; one or two individual sites invite a supportive service

professional to address their students as a guest lecturer; and assistance is requested from the local community center which is associated with a given site or a group of sites. The supportive service professional is then invited by the community center to speak or conduct a seminar and thus make him- or herself available to the program population. In this way, assistance may be obtained in most areas, from questions on the psychology of adolescence to the sphere of college admissions and career counseling. All sites have an equal opportunity to make use of these services in time of need.

The central program staff normally does not make home visits, but both the program director and the teacher assigned as community liaison do frequently make phone calls to parents to discuss matters that cannot be resolved by the family assistants. For example, the question might deal with placement of a student in a day or summer camp, organizing a "fresh air" weekend, or finding a part-time job.

The focal point of most specialized supportive services to the program's population is the community center which is associated with a given site, and access to the community center is open to all immigrants who are in need. In addition, program students have access to their school's guidance staff; in case of language difficulties, the program's local site team offers assistance as well.

STAFF DEVELOPMENT

Staff development activities include: supervision of the staff's daily activities by school administrators and the program director; workshops, discussions, seminars, and presentations by guest speakers; and formal coursework at a college or a university. Table 9 lists the staff development activities conducted at the central office site and Table 10 presents the university courses attended by program staff. Five parents also received university training supported by the program.

TABLE 9

Staff Development: Central Activities

ACTIVITY	TOPIC	FREQUENCY OF OCCURRENCE	TOPIC
Workshops for All	General Information	September 9, 1981	Provided in-service training; familiarize with new developments
	Insurance	October 23, 1981 November 20, 1981 January 29, 1982 February 5, 1982	Difference of insurance here & in Soviet Union
	Detective Grinenko	March 19, 1982	
	Dr. Funes-Office of Curriculum & Instruction	April 23, 1982	Curriculum development
	Eric Nadelstern E.S.L. Bilingual Unit	May 21, 1982 June 25, 1982	Programs for LEP & E.S.L. students

TABLE 10

Staff Development: University Courses Attended by Staff

Staff	Institution	Course(s)
Resource Teacher	Columbia University	Phonetics-Phonemics for Language Teachers (3)* Language Processes and Reading (3)
Resource Teacher	Columbia University	Cultural Dimensions Bilingual Education (3) The Education of Youth and Adolescents (3)
Resource Teacher	Columbia Univeristy	Basic Course in the Theory of Curriculum Design (3)
Resource Teacher	New York University	Language & Culture (3) Community: The Invisible Environment (3)
Bilingual Teacher	St. John's University	Administrative Leadership in Schools (3)
Bilingual Teacher	Yeshiva University	Social and Psychological Perspectives of Jewish Youth (3) Educational Psychology and Jewish Learning (3)
Bilingual Teacher	St. John's University	Introduction to Educational Administration (3)
Bilingual Teacher	St. John's University	Psychology and Education of Exceptional Children (3)
Bilingual Teacher	Long Island University	Education 646 (3) Education 6132 (3) Education 621 (3) Education 623 (3)
Bilingual Teacher	Rutgers University	Issues & Problems in Adult Ed: Cultural Institutions and Lifelong Learning (3) Foundations of Adult Education (3)
Curriculum Specialist	Long Island University	Teaching Disturbed and Conduct-Problem Children (3)
School Secretary	Kingsborough Com. Col.	Business Communication (3) Health Education (3)
School Secretary	Kingsborough Com. Col.	Word Processing (3)
School Sccretary	Kingsborough Com. Col.	Art 63 (3)
Five Parents	New York University	E.S.L. Development Skills
Paraprofessional	Brooklyn College	Seminar in Applied Theory & Research I (3) Seminar in Applied Theory & Research II (3)
Paraprofessional	Brooklyn College	Seminar in Applied Theory & Research I (3) Seminar in Applied Theory & Research II (3)
Paraprofessional	Brooklyn College	Adapation of Curricular Practices to Special Needs of the Mentally Retarded (3) Investigation of the Nature and Causes of Language Disorders

TABLE 10 (continued)

Staff Development: University Courses Attended by Staff

Staff	Institution	Course(s)
Paraprofessional	Columbia University	Nature of Communication (2) Teaching Computing thru LOGO: Social Implications of Communication Technology (2)
Paraprofessional	Brooklyn College	Teacher Function and Analysis of Teacher (3) Study of Competencies Needed to Teach the Handicapped (3)
Paraprofessional	Brooklyn College	Teaching English as a Second Language (3)
Paraprofessional	Brooklyn College	Study of Students with Problems of Language Learning (3)
Paraprofessional	New York University	Musicianship for the Elementary School Specialist, I, II (3)
Paraprofessional	Brooklyn College	Comprehensive Course in American English
Paraprofessional	Hunter College	Teacher Function and Analysis of Teacher (3) Study of Competencies Needed to Teach the Handicapped (3)
Paraprofessional	Columbia University	Tolstoy & Dostoyevsky (3)
Paraprofessional	Columbia University	Using Photographic Multimedia Systems in Education (3) Research Independent Study (3) Curriculum and Teaching (6)
Paraprofessional	Brooklyn College	Educational Materials and Methods (2) Instructional Materials-evaluation (3) Cross Cultural Problems in Classroom Communication (3) Advanced Language Study (1)
Paraprofessional	Brooklyn College	Implications for Prescriptive Education of Factors Influencing the Mentally Retarded Child's Differentiation of His or Her Immediate Life Space (3) Education 713.31T (3)
Paraprofessional	New York University	Comprehensive Course in American English (3)
Paraprofessional	Columbia University	Basic Course in Theory of Curriculum Design (3)
Paraprofessional	Hunter College	Russian Literature (3)
Paraprofessional	Columbia University	Internship Seminar (4) Internship 1-6 (3)
Paraprofessional	Hunter College	20th Century Russian Literature (3)
Paraprofessional	New York University	Comprehensive Course in American English (3)
Paraprofessional	Brooklyn College	Teacher Function and Analysis of Teacher (3) Study of Competencies Needed to Teach the Handicapped (3)

*The number in parentheses indicates the number of credits taken.

STAFFING PATTERN

The staffing picture has not changed significantly since 1979-1980. All positions are filled, and no one is functioning out of license. The scheduling of staff time is somewhat flexible, depending on the situation. Some activities must be carried out at scheduled times, others allow room for spontaneity.

The program employs two kinds of paraprofessionals: educational assistants and family assistants. Both are technicians, both have the language skills and some requisite training. Although they are supposed to function under close supervision by professionals -- the resource teachers and the teacher assigned as community liaison -- in reality they master very quickly what is required of them, and then continue to move on their own initiative within the confines of their job. Most bilingual paraprofessionals have college degrees and are well qualified for their position. Those assigned as the program's representatives to non-public high schools (where no project person supervises them on a daily basis) work independently and carry out a variety of tasks. Consequently, the paraprofessional continues to hold a very important functional position in this program. Table 11 presents the characteristics of the professional and paraprofessional staff of the bilingual program.

PARENTAL AND COMMUNITY INVOLVEMENT

Parent Advisory Committees exist at the program's central office level and within each of the public high schools. They act as conduits for the views and concerns of the parents. The committee is usually formed by those who are present at the constituent meeting. The members

TABLE 11

Title VII Staff Characteristics: Professional and Paraprofessional Staffs

STAFF MEMBERS	APPT'D TO EACH FUNCTION	EDUCATION (DEGREES)	CERTIFICATION	LICENSE(S) HELD	YEARS OF EXPERIENCE (MONOLINGUAL)	YEARS OF EXPERIENCE (BILINGUAL)	YEARS OF EXPERIENCE (E.S.L.)	OTHER RELEVANT PAST TRAINING
Project Director	11/79	B.A. M.A.	N.Y.C. N.Y.S.		10 yrs.	5 yrs.		M.A. (Russian) M.A. (Guidance) M.A. equiv. (Spanish)
Teacher Assigned: Community Liaison	12/79	M.A. Equiv.						
Teacher Assigned:	9/80			P.D.T. License	21 yrs.	5 yrs.		
Curriculum Specialist	2/80	Ph.D.		Teach. Cert. (Israel)	14 yrs.	16 yrs.		Russian Language and Literature
School Secretary	9/80							
Office Aide	8/81							
Resource Teacher	12/79	M.A. Equiv.			24 yrs.	2 yrs.	2 yrs.	
Resource Teacher	12/79	M.A. Equiv.			5 yrs.	2 yrs.		
Resource Teacher	12/79	M.A. Equiv.			4 yrs.	2 yrs.	1 yr.	
Educational Assistant	1/80	B.A. Equiv.						

TABLE 11 (Continued)

STAFF MEMBERS	APPT'D TO EACH FUNCTION	EDUCATION (DEGREES)	CERTIFICATION	LICENSE(S) HELD	YEARS OF EXPERIENCE (MONOLINGUAL)	YEARS OF EXPERIENCE (BILINGUAL)	YEARS OF EXPERIENCE (E.S.L.)	OTHER RELEVANT PAST TRAINING
Educational Assistant	12/79	B.A.			4 yrs.	2 yrs.		
Educational Assistant	2/80	B.A.				2 yrs.		
Educational Assistant	1/80	B.A. M.A.				2 yrs.		
Educational Assistant	1/80	B.A. equiv. M.A. equiv.						
Educational Assistant	12/79							
Educational Assistant	9/80							
Educational Assistant	1/80							
Educational Assistant	9/80							
Family Assistant	9/80							
Family Assistant	1/80							
Family Assistant	1/80							
E.S.L. Teacher	9/80							
E.S.L. Teacher								

usually help during school functions, outings, and trips. Except for the committee at the central office, the local school committees usually pursue their own local interests and do not seek contact with other committees. Parents of students attending non-public high schools do not form their own committees, but join the existing school-wide parents and teachers' organizations.

There exist two programs of adult education which are open to the parents of pupils in the program. First, the program is funding three E.S.L. classes which meet for two hours twice a week in convenient locations, each in the proximity of a public high school and a community center associated with the program. Under the second program, ten of the parents may take up to six credits' worth of university courses each year, paid by the program. In 1981-1982, five parents took advantage of this.

To communicate with its target population, the central office has published a brochure which introduces the new arrival to education in the United States, the New York City Public Schools, and the New York City Russian Bilingual Program. The program has also continued publishing a newsletter which provides an overview of the program and its main activities. In addition to these publications, the central office sends out letters and announcements to all those interested in its work. Two other public high schools publish newsletters which are disseminated in the community. Non-public high schools publish their own newsletters and brochures which contain information about the program, although they are not primarily devoted to it.

Perhaps the most successful aspect of parental and community involvement with the program was the warm response to the program's call for help in

organizing and chaperoning outings, visits, and excursions. With the help of the parents and the community the program was able to organize excursions to the movies, the Broadway shows, to museums, and to the Statue of Liberty.

AFFECTIVE DOMAIN

On the whole, the program has encountered few if any instances of vandalism, drug and alcohol abuse, or gang membership. Attrition from the program remains as low as in 1979-1980. As seen in Table 12, of the 168 students who left the program this year, 141 students graduated and 16 transferred to another school. In addition, 97 percent of the students plan to attend college after graduation. Another two percent plan to attend vocational or career training schools. Students spoken to during the site visits and classroom observations were enthusiastic about the program.

TABLE 12

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Transferred to another school	5	7	4		16
Graduated	2		1	138	141
Returned to native country	1	1			2
Removed from program by parental option		2	1		3
Discharged (Job)		2	1		3
Passed H.S.E.			1		1
Other		2			2
Total	8	14	8	138	168

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, science, business education, vocational education, knowledge of their cultural heritage, and improved attitude towards school.

The following are the areas assessed and the instruments used:

English as a second language --CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Russian language -- Program-developed tests

Mathematics performance -- Program- and teacher-made tests

Science performance -- Program- and teacher-made tests

Social studies performance -- Program- and teacher-made tests

Native language arts performance -- Program- and teacher-made tests

Business and vocational education -- Teacher-made tests

Knowledge of cultural heritage -- Teacher-made tests

Attitude towards school -- Program-developed tests

Attendance -- School and program records

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery

of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received E.S.L. instruction in the fall and spring semesters at South Shore and Lincoln High Schools. Performance is reported in Tables 13 and 14 by grade and level for students who were pre-tested in the fall and post-tested in the spring with the same test level.

Rates of success of students in mathematics, social studies, science, native language arts, and business and vocational education courses taught in the bilingual program are reported by school and grade in Tables 15 through 21. Tables 16 through 21 contain the numbers of students reported as taking the relevant courses and the percent passing, for fall and for spring courses separately. On pre-/post-program-developed tests of Russian reading, statistical and educational significance are reported in Table 15.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant. This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

Students' performance on teacher-made tests of knowledge of cultural heritage and attitude toward school is also reported by school and by grade in Tables 22 and 23.

Finally, Table 24 presents the attendance rates of program participants, by grade.

TABLE 13

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(Russian-Speaking Students at South Shore High School
Pre- and Post-Tested on the Same Test Level)

		LEVEL I					LEVEL II					LEVEL III					TOTALS		
			Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered	
Grade	Average Months of Treatment	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/ Month
9	4.1	2	9.5	16.0	6.5	1.3	1	5.0	12.0	7.0	1.4	2	7.5	4.5	-3.0	-1.4	5	2.8	0.2
10	4.6	-	-	-	-	-	2	21.0	23.0	2.0	0.4	1	9.0	9.0	0.0	0.0	3	1.3	0.3
11	4.4	1	13.0	19.0	6.0	1.3	-	-	-	-	-	-	-	-	-	-	1	6.0	1.3
12	5.6	1	18.0	24.0	6.0	1.0	-	-	-	-	-	-	-	-	-	-	1	6.0	1.0
Total	4.4	4	12.5	18.7	6.25	1.26	3	15.6	19.3	3.6	0.7	3	8.0	6.0	-2.0	-0.9	10	3.0	0.4

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15). A total of 20 students were post-tested on a CREST level different from the pre-test level. As a result, these students' results could not be analyzed. Nearly all of these students achieved the maximum possible score on the post-test.

. The program objective of one objective mastered per month of treatment was met by each grade pre- and post-tested at Level I and ninth-grade students pre- and post-tested at Level II.

. The number of students pre- and post-tested at the same level is too small to draw reliable conclusions regarding student achievement.

TABLE 14

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(Russian-Speaking Students at Lincoln High School
Pre- and Post-Tested on the Same Test Level)

		LEVEL I					LEVEL II					LEVEL III					TOTALS		
Grade	Average Months of Treatment	N	Average Number of Objectives Mastered Pre	Post	Gain	Gain/ Month	N	Average Number of Objectives Mastered Pre	Post	Gain	Gain/ Month	N	Average Number of Objectives Mastered Pre	Post	Gain	Gain/ Month	N	Average Number of Objectives Mastered Gain	Gain/ Month
9	5.7	1	23.0	25.0	2.0	.3	-	-	-	-	-	3	12.3	13.3	1.0	.1	4	1.2	0.2
10	5.3	4	16.7	20.2	3.5	.5	-	-	-	-	-	12	13.5	12.4	-1.1	.2	16	0.0	0.0
11	5.4	2	21.5	20.0	1.5	-.2	4	13.5	23.5	10.0	1.8	13	12.5	14.0	1.5	.2	19	3.0	0.5
12	5.5	-	-	-	-	-	4	22.5	22.5	0.0	0.0	16	13.3	13.1	-0.1	0.0	20	-0.1	0.0
Total	5.4	7	19.0	20.8	1.8	.3	8	18.0	23.0	5.0	0.92	44	13.0	13.2	0.1	0.0	59	1.0	0.1

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

.Because the average pre-test scores for students tested at each level were so high, it was not possible to achieve the program goal of one objective mastered per month of treatment (see Recommendations).

TABLE 15

Russian Reading Achievement

Significance of Mean Tota; Raw Score Differences Between Initial and Final Test Scores of All Program Students on a Program-Developed Test of Reading in the Native Language (Russian)

School	Grade	N	Pre-test Mean	Pre-test Standard Devation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/Post	t	p	ES
All Schools	9	70	64.0	18.19	72.7	13.06	8.68	.652	5.25	.001	.754
	10	124	65.0	15.80	75.27	11.33	10.26	.483	7.98	.001	.826
	11	99	68.6	17.32	73.23	12.86	4.58	.676	3.56	.001	.478
	12	124	70.77	17.14	75.12	14.50	4.35	.511	3.07	.003	.376

.The results of program students at every grade level increased significantly from the pre- to the post-test.

.The gains for each grade level were both statistically and educationally significant.

.The gains for the ninth and tenth grades were of high educational significance.

TABLE 16

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Mathematics

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Fall	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Non-Public	48	97.7	50	94.0	26	92.0	50	100.0	174	94.8
South Shore	5	40.0	4	75.0	7	71.4	14	92.9	30	77.0
Lincoln	7	100.0	36	58.3	38	71.1	41	97.6	122	78.0
Forest Hills	19	78.9	67	95.5	45	86.7	36	86.1	167	89.0
Total	79	86.0	157	86.0	116	82.0	141	95.0	493	88.0
Spring										
Non-Public	48	93.7	53	88.6	25	92.0	50	98.0	176	93.0
South Shore	11	54.5	7	85.7	6	100.0	12	75.0	36	75.0
Lincoln	6	83.3	24	58.3	29	72.4	18	100.0	77	75.0
Forest Hills	18	88.9	65	86.2	47	87.2	34	97.1	164	89.0
Total	83	86.0	149	83.0	107	85.0	114	96.0	453	87.0

- Overall, the program objective that 75 percent of the program students pass mathematics examinations was met overall by each grade level at all schools in both semesters.

- Ninth and eleventh graders at South Shore High School and tenth and eleventh graders at Lincoln High School were the only groups failing to meet the program objective in the fall.

- Ninth graders at South Shore High School and tenth and eleventh graders at Lincoln High School were the only groups failing to meet the program objective in the spring.

TABLE 17

Number of Students Attending Courses and Percent Passing

Teacher-Made Examinations in Science

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Fall	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Non Public	45	97.7	50	94.0	26	96.1	49	95.9	170	95.8
South Shore	10	40.0	4	100.0	6	100.0	17	82.7	37	76.0
Lincoln	5	100.0	21	56.7	25	88.0	38	92.1	89	85.0
Forest Hills	20	85.0	68	75.0	43	90.7	33	97.0	164	85.0
Total	80	88.0	143	81.0	100	92.0	137	93.0	435	88.0
Spring										
Non-Public	45	100.0	52	92.3	25	96.0	49	97.9	171	96.4
South Shore	10	60.0	7	86.0	6	83.3	7	85.7	30	77.0
Lincoln	6	83.3	12	66.7	23	37.0	19	84.2	60	82.0
Forest Hills	18	88.9	62	79.0	39	94.9	25	96.0	144	88.0
Total	79	91.0	133	83.0	93	92.0	100	93.0	405	89.8

.The program objective that 75 percent of the program students pass science examinations was met overall in both semesters at all schools.

.The non-public schools had an impressive rate of 92 percent or more passing at each grade level in both the fall and spring terms.

.At South Shore High School the ninth graders were the only group failing to meet the program objective in either semester.

.At Lincoln High School the tenth graders in the fall and the spring and the eleventh graders in the spring did not meet the program objective.

.The program students at Forest Hills High School met the program objective at each grade level in both the fall and the spring terms.

TABLE 18

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Social Studies

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Fall	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Non-Public Schools	46	100.0	48	97.9	25	100.0	49	95.9	168	98.2
South Shore	9	44.0	4	25.0	8	88.0	19	100.0	40	78.0
Lincoln	7	100.0	35	71.0	37	83.7	42	95.0	121	85.0
Forest Hills	18	94.4	65	95.4	45	91.1	38	97.4	166	95.0
Total	80	93.0	152	89.0	115	90.0	148	97.0	495	92.0
Spring										
Non-Public Schools	46	93.4	49	100.0	24	95.8	49	95.9	168	96.4
South Shore	11	64.0	7	86.0	8	100.0	14	93.0	40	85.0
Lincoln	7	85.7	26	76.9	29	89.6	18	100.0	80	88.0
Forest Hills	19	94.7	65	96.9	45	93.3	20	100.0	149	96.0
Total	83	89.0	147	94.0	106	93.0	101	97.0	437	97.0

- The program objective that 75 percent of the program students pass social studies examinations was met overall at all schools in both the fall and spring terms.
- The non-public schools had an impressive passing rate of 93 percent or more at each grade level in both semesters.
- At South Shore High School the ninth graders in the fall and in the spring and the tenth graders in the fall did not meet the program objective of 75 percent passing.
- At Lincoln High School each grade level met the program objective of 75 percent passing in both semesters, except for the tenth grade in the fall which had a passing rate of 71 percent.
- The program students at Forest Hills High School had an impressive passing rate of 91 or more percent passing at each grade level in both the fall and the spring.

TABLE 19

Number of Students Attending Courses and Percent Passing

Teacher-Made Examinations in Native Language Studies

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Fall	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Non-Public	45	100.0	46	100.0	25	100.0	48	100.0	164	100.0
South Shore	10	40.0	3	100.0	6	100.0	8	100.0	27	77.0
Lincoln	4	100.0	21	95.2	16	100.0	12	100.0	53	98.0
Forest Hills	6	100.0	25	96.0	42	100.0	40	100.0	113	99.0
Total	65	90.8	95	97.9	89	100.0	108	100.0	357	97.7
Spring										
Non-Public	44	100.0	47	100.0	23	100.0	48	97.9	162	99.3
South Shore	10	70.0	6	83.3	8	87.5	4	100.0	28	82.0
Lincoln	3	100.0	14	100.0	14	100.0	6	100.0	37	100.0
Forest Hills	5	100.0	18	94.4	43	100.0	38	100.0	104	99.0
Total	62	95.2	85	97.6	88	98.9	96	99.0	331	97.0

.Overall, each grade level performed exceptionally well with passing rates of 90 percent or more at all schools in both the fall and spring terms.

.The non-public schools had remarkable passing rates of 100 percent at each grade level in both semesters, except for the twelfth grade in the spring which, nevertheless, had a very high passing rate of 98 percent.

.At South Shore High School all program students performed quite well with passing rates of 83 percent or higher for each grade in the fall and spring terms except for the ninth graders who had passing rates of 40 percent and 70 percent, respectively.

.Lincoln High School had remarkable passing rates of 100 percent at each grade level in both the fall and spring terms, except for the tenth graders in the fall who, nevertheless, had a very high passing rate of 95 percent.

.The program students at Forest Hills High School also had remarkable passing rates of 100 percent at each grade level in the fall and spring terms, except for the tenth graders who, nevertheless, had very respectable passing rates of 96 percent and 94 percent, respectively.

TABLE 20

Number of Students Attending Courses and Percent Passing

Teacher-Made Examinations in Business Education

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
all 1981	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
on-Public Schools	3	100.0	5	100.0	2	100.0	3	100.0	13	100.0
outh Shore	1	100.0	-	-	4	75.0	4	100.0	9	89.0
incoln	1	100.0	7	100.0	7	100.0	12	100.0	27	100.0
orest Hills	1	100.0	1	100.0	-	-	-	-	2	100.0
otal	6	100.0	13	100.0	13	92.3	19	100.0	51	98.0
pring										
on-Public Schools	3	100.0	4	100.0	2	100.0	3	100.0	12	100.0
outh Shore	2	100.0	-	-	-	-	8	100.0	10	100.0
incoln	1	100.0	4	100.0	9	100.0	14	100.0	28	100.0
orest Hills	1	100.0	1	100.0	-	-	-	-	2	100.0
otal	7	100.0	9	100.0	11	100.0	25	100.0	52	100.0

.The program objective of 75 percent of the program students passing business education courses was met and in most cases surpassed by each grade level at all schools. In fact, every grade level at each school had remarkable passing rates of 100 percent in both semesters, except for the eleventh graders at South Shore High School in the fall.

TABLE 21

Number of Students Attending Courses and Percent

Passing Teacher-Made Examinations in Vocational Education

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Spring	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Non-Public Schools	5	80.0	5	100.0	14	100.0	11	100.0	35	97.1
South Shore	5	80.0	2	100.0	3	100.0	1	100.0	11	100.0
Lincoln	-	-	2	100.0	3	100.0	13	100.0	18	100.0
Forest Hills	-	-	1	100.0	-	-	-	-	1	100.0
Total	10	80.0	10	100.0	20	100.0	25	100.0	65	98.4

.The program objective that 75 percent of the program students pass vocational education courses was surpassed by every grade level at all schools.

TABLE 22

Number of Students Attending Courses and Percent

Passing Teacher-Made Examinations in Cultural Heritage

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Fall	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Non-Public Schools	46	100.0	49	100.0	25	100.0	48	100.0	168	100.0
South Shore	-	-	-	-	-	-	2	100.0	2	100.0
Lincoln	8	100.0	35	97.1	38	100.0	43	100.0	124	99.0
Forest Hills	16	100.0	67	100.0	46	100.0	40	100.0	169	100.0
Total	70	100.0	151	99.3	109	100.0	133	100.0	463	100.0
Spring										
Non-Public Schools	45	100.0	50	100.0	24	100.0	48	97.9	167	99.4
South Shore	-	-	-	-	-	-	1	100.0	1	100.0
Lincoln	9	100.0	28	100.0	36	100.0	36	100.0	109	100.0
Forest Hills	15	100.0	59	100.0	46	100.0	39	100.0	159	100.0
Total	69	100.0	137	100.0	106	100.0	124	99.1	436	99.7

.Program students at each grade level at all schools performed remarkably well with passing rates of 97 percent or higher in both the fall and the spring terms.

TABLE 23

Number of Students Attending Courses and Percent

Passing Teacher-Made Examinations in Attendance Attitude

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
Fall	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Non-Public Schools	31	100.0	13	100.0	8	100.0	9	100.0	61	100.0
South Shore	-	-	-	-	-	-	-	-	-	-
Lincoln	8	100.0	35	100.0	38	100.0	42	100.0	123	100.0
Forest Hills	20	100.0	68	100.0	45	100.0	39	100.0	172	100.0
Total	59	100.0	116	100.0	91	100.0	90	100.0	356	100.0
Spring										
Non-Public Schools	30	100.0	14	100.0	7	100.0	9	100.0	60	100.0
South Shore	-	-	-	-	-	-	-	-	-	-
Lincoln	9	100.0	28	100.0	36	100.0	36	100.0	109	100.0
Forest Hills	16	100.0	59	100.0	46	100.0	39	100.0	160	100.0
Total	55	100.0	101	100.0	89	100.0	84	100.0	329	100.0

.All program students at each grade level at all schools were reported as having responses of 100 percent passing.

TABLE 24

Attendance Percentages of Program Students by Grade

Grade	N	Percentage	Standard Deviation
9	71	91.3	8.2
10	158	90.9	7.9
11	121	91.2	6.2
12	142	90.9	8.8
Total	492	91.0	7.8

.Each grade level for all schools had attendance rates of 90 percent or more. The program surpassed its objective in this area.

SUMMARY OF FINDINGS

Knowledge of English Syntax

It is difficult to make generalizations regarding the results of program students' performance on the CREST for several reasons. Students achieved high pre-test scores on the CREST at Lincoln High School, making it technically impossible to achieve the program goal of one objective mastered per month of treatment as measured by the post-test (see Recommendations).

The program objective was met by each grade pre- and post-tested at Level I at South Shore, although the number of students tested at the same level was small. An additional twenty students at South Shore were pre- and post-tested on different CREST levels and, therefore, their gains per month could not be calculated. However, nearly all of these students achieved the maximum possible score on the post-test. Because only post-test data were available at Forest Hills, a meaningful evaluation of student gains could not be made.

Achievement in Reading in Native Language

The results of the program students at all schools increased from the pre- to the post-test at every grade level. As exemplified in Table 15, the tenth graders showed the largest gain from the pre- to the post-test and the twelfth graders had the smallest gain. The gains for each grade level were both statistically and educationally significant.

Achievement in Mathematics

The number of students attending courses and percent passing teacher-made examinations in mathematics for each of the public schools and the combined results of the private schools are shown by semester in

Table 16. Overall, the program objective that 75 percent of the program students pass was met by each grade level at all schools in both the fall and spring terms.

Achievement in Science

The program objective that 75 percent of the program students pass science courses was met overall in the fall and in the spring at all schools. As shown in Table 17, the non-public schools had an impressive rate of 92 percent or more passing at each grade level in both the fall and spring terms.

Achievement in Social Studies

The program objective that 75 percent of the program students pass was met overall at all schools in both the fall and spring terms. As shown in Table 18, the non-public schools had an impressive passing rate of 93 percent or more passing at each grade level in the fall and in the spring.

Achievement in Native Language Arts

Generally, the program objective was attained by students in both semesters. Each grade level performed exceptionally well with passing rates of 90 percent or more at most schools in both the fall and spring terms (see Table 19).

Achievement in Business Education

The program objective of 75 percent of the program students passing was at least met and in most cases surpassed by each grade level at all schools (see Table 20).

Achievement in Vocational Education

As shown in Table 21, the program objective that 75 percent of the program students pass was surpassed by every grade level at all schools.

Achievement in Cultural Heritage

As shown in Table 22, program students at each grade level at all schools performed remarkably well with passing rates of 97 percent or higher in both the fall and the spring.

Attendance

Table 23 shows the responses of program students to teacher-made examinations in attendance attitude. All program students at each grade level at all schools had remarkable responses of 100 percent passing.

As shown in Table 24, the attendance rate of program students was quite high. In fact, each grade level for all schools had attendance rates of 90 percent or more. The program obviously surpassed its objective in this area.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the achievement data collected, it is evident that the New York City Russian Bilingual Program has met most of its instructional objectives during the final year of the present funding cycle. These include the areas of native language reading, mathematics, science, social studies, business and vocational education, and cultural heritage. While students often achieved high post-test scores on the CREST, it appeared that problems of testing and/or data reporting made it difficult to assess students' development of English syntax skills on a program-wide basis.

At South Shore High School, of students pre- and post-tested with the CREST, those tested on the same level tended to meet the project's objective in this area. More students, however, changed levels between pre- and post-tests. As a result, their achievement could not be calculated reliably. Other students at Lincoln High School achieved high scores at pre-test time. In sum, students seem to be making more progress in their knowledge of English syntax than a fall pre-test/spring post-test administration of the CREST will adequately measure.

Relatedly, the program found data on student pre-test achievement unavailable at Forest Hills High School, making it impossible to assess growth at this site. As the program does not have responsibility for administration of the CREST at Forest Hills, closer coordination with the relevant department chairperson appears to be needed to assure that the test is appropriately administered and data are available as required.

Program students at all participating schools did demonstrate both statistically and educationally significant gains in reading in their native language. In addition, students performed remarkably well on teacher-made tests in cultural heritage with passing rates of 97 percent or higher in both the fall and spring.

The program objectives in the content areas were also met by program students at all schools in both the fall and spring with 75 percent of the students passing teacher-made examinations in mathematics, science, social studies, and business and vocational education. Finally, the attendance rate of program students was quite high; program students in all schools had attendance rates of 90 percent or more.

RECOMMENDATIONS

Since this is the last year of the funding cycle, recommendations focus on providing continuity for the present program population and on facilitating the evaluation of services to bilingual students in the future.

1) The lack of a clearly-defined program-wide language-use policy for content-area classes and the multi-site structure of the New York City Russian Bilingual Program resulted in various approaches to the instructional objectives at and within each site. A collaborative process involving program and site-based staff might be undertaken to review, revise, and plan systematically how Russian and English will be used to teach content while simultaneously developing skills in both languages.

2) A greater attempt should be made in the schools to increase the number of students who are pre- and post-tested on the CREST (or other standardized instrument) each semester and to assure that required student data are reported accurately. Since test administration is not the direct responsibility of the program, this can only be accomplished by closer communication and coordination with the appropriate department chairperson at each program site.

3) Given the success of students in E.S.L. classes, the program might re-evaluate its objectives for students who achieve at the ceiling of the CREST. Students who demonstrate 80 percent pre-test mastery of the CREST Levels I and II should be post-tested on the next higher level. Students mastering Level III might be better assessed on the New York City Reading Test or another standardized test of English reading.